

this ? " " Would you like to use this ? " or even a positive suggestion of some fresh common activity for the group as a whole. Punishment or reproaches are quite out of place.

More continuous hostilities on the part of children who are not shy and anxious new-comers are also usually dealt with best by positive suggestions of change of occupation, either for the individual or the group. Actual bullyings and teasings have, however, to be stopped, with an even distribution of justice, and opportunity given for the indirect expressions of rivalry and hostility in various familiar games (such as "Nuts in May"). Laughter and humour are the best solvents for active hostility, especially when the children feel a justified confidence that the adult in charge will come to the aid of any really frightened or intimidated child.

It is not, however, helpful for the teacher to be always preaching the doctrine of co-operation, and to admit no ethical value in the motive of rivalry. It is one thing to condemn the wholly bad practice of using the motive of competition as a spur to intellectual effort (e.g., by moving children up and down in class, according to their achievements in arithmetic, etc.) and quite another to rule the motive of competition out altogether, as a spontaneous element in children's social relations. It is in games and sports that this motive has its place and value, not in activities of skill or understanding.

The hostility and aggression that in particular children spring from a feeling of inferiority gradually disappear as the child becomes more confident of his growing skill and independence. This was remarkably demonstrated by one or two of the children in the school, notably, as I have shown, by Cecil. Cecil was a particularly unskilful child when he came to the school. He could not wash his own hands, and

would not even try. He cried bitterly when any of his bricks fell down, as they usually did. He screamed more often than he talked. From the beginning he was an extremely aggressive child. He could not pass behind another child without hitting him, whether with his hand, or anything he happened to have in his hand. Mere blind possessiveness was extremely strong in him. As, however, his helplessness grew gradually less, so did his hostility and aggression. His relations with the other children slowly improved, as his real physical and social skill grew, until, before the end of the first term, he